



UNIVERSITY COMPLETES FIRST QUARTER CENTURY

1908-1933—AND AFTER

Tuesday's ceremonies will bring to a close the first quarter of a century of university life in Alberta. It has been, on the whole, a troubled, restless and feverish quarter of a century of world history which has been spanned by the life of our university, it has been above all a time of unceasing and rapid change, a period in which it has been most difficult to capture and to foster the elusive traditions which go to make up the true values of higher learning. Thus to the difficulties always attendant upon the perhaps too rapid development of what is even today a pioneer country have been added the events of a singularly confusing twenty-five years.

The University of Alberta was scarcely four years old and was barely an established institution when towards the year 1913 the great Western land boom broke, bringing with it a train of consequences the repercussions of which we feel even today. Yet this lesser disaster was soon to be overshadowed and for the moment forgotten in the greater disaster which was impending. The commencement of the war in 1914 found the University with a registration of only some 400, yet in the four succeeding years over 450 men from it joined the Canadian forces.

In the face of this series of disasters the activities of the University were still carried on. The Arts building was opened in 1915, although with very limited and simple ceremonies. Naturally activities directly concerned with the war assumed a primary importance. The new famous University of Alberta News Letter was published under the joint direction of the late Prof. Muir Edwards and Prof. W. H. Alexander, and was sent to the men of the University at the front. After the death of Professor Edwards while in the service of the sick in the influenza epidemic of 1918 the work was carried on by Professor Alexander. President H. M. Tory, whose activities on behalf of the University did much to assure its early successes, left temporarily during the course of the war to organize the work of the Khaki University, which did valuable educational work among the Canadian forces both during and after the war.

The kaleidoscopic jumble of the post-war years have brought with them a vast and bewildering mass of changes to which the institution has had, as best it could, to adjust itself. That it has not always succeeded in so doing may perhaps in part be explained by the fact that it has been a period in which nearly everything has lacked balance and adjustment. Up to the dizzy pinnacle of the boom of 1929 and down to the depths of the depression of the early thirties, the University has followed an uneven course of present day events.

However, standing as we do for the moment upon a point of vantage where we can look backward and forward, the view of a true University should be, while ever keeping in mind the finer of the traditions of the past, towards the future. What that future will be only time can tell, but to judge from present trends the immediate future at least will be a time in which institutions will be required to justify themselves in the face of a most searching criticism. And in such circumstances it is well to bear in mind that a university in the true sense of the word is an institution which encourages the seeking for knowledge, guiding individual initiative where it shows itself, and avoiding always as far as possible the imposition of regulations and restrictions which would tend to curb this initiative. We can and must expect from our University a standard of reasonableness higher than the often unsatisfactory standard limited by "the fallibility of human institutions" in general, for it is supposed to represent the best seasoned thought of the community.

May those whose work it will be to guide the University through its next twenty-five years ever keep in mind the highest standards of justice and impartiality that "whatsoever things are true" may be brought to its full meaning, and be not regarded merely as an impressive but empty phrase.

L. L. A.

AWARDS

(Competition for which is confined to members of the graduating class)

MEDALS

- THE GOVERNOR GENERAL'S GOLD MEDAL
Robert Marshall Putnam
- THE ALEXANDER CAMERON RUTHERFORD GOLD MEDAL IN ENGLISH
Not awarded
- THE WOMEN'S UNIVERSITY CLUB GOLD MEDAL
Harry Theodore Sparby
- THE PRESIDENT'S GOLD MEDAL IN NURSING
Dorothy Marshall Smith
- THE CHIEF JUSTICE'S GOLD MEDAL IN LAW
Melvin I. Friedman

- THE JAMES RAMSEY GOLD MEDAL IN MATHEMATICS
Not awarded

- THE MOSHIER MEMORIAL MEDAL IN MEDICINE
Charles Russell Cousineau

- THE ALBERTA PHARMACEUTICAL ASSOCIATION GOLD MEDALS
IN PHARMACY

- In the degree course: Not awarded

- In the licentiate course: Ethel Viola Carr

- THE DUNCAN ALEXANDER MACGIBBON GOLD MEDAL IN
POLITICAL ECONOMY

- William Newton Watson

- LE CLUB LA VERENDRYE GOLD MEDAL IN FRENCH
Jean Campbell Schurer

- THE T. EATON CO. LTD. GOLD MEDAL IN COMMERCE
Margaret Agnes Thomson

- THE MEWBURN MEMORIAL MEDAL IN SURGERY
William Nelson Gourlay

SCHOLARSHIPS

- SCHOLARSHIPS IN THE FACULTY OF MEDICINE OFFERED BY THE
COLLEGE OF PHYSICIANS AND SURGEONS OF THE PROVINCE
OF ALBERTA

- Final year Medicine: Alice Joyce McDonald

- Final year Surgery: William Nelson Gourlay

FELLOWSHIP

- THE LLOYD HARTNOLL BISHOP MEMORIAL FELLOWSHIP
IN ENGLISH LITERATURE

- Not awarded

PRIZES

- THE ALBERTA DENTAL ASSOCIATION PRIZES

- Fifth year: Harold Roy Turner

- AWARDS OF THE ASSOCIATION OF PROFESSIONAL ENGINEERS
OF ALBERTA

- In Civil Engineering: George Eckenfelder

- In Electrical Engineering: William Godlib Siebrasse

- In Mining Engineering: James Northrup Hunter

- In Chemical Engineering: Murdo MacLeod

- THE MCLAREN-COOK MEMORIAL PRIZE IN HOUSEHOLD ECONOMICS
Not awarded

- THE CARSWELL PRIZE IN THE FACULTY OF LAW

- Third year: Melvin I. Friedman

- THE RAYMOND JAMES MEMORIAL PRIZE IN LAW
Not awarded

- THE NATIONAL TRUST PRIZE IN LAW
Melvin I. Friedman

- PRIZES OF THE BOARD OF GOVERNORS OF THE UNIVERSITY
FOR NURSING

- General proficiency in senior year: Dorothy M. Smith

- Highest standing in examinations in senior year: Irene M. Hepburn
and Lura E. Roddick (equal)

- Highest standing in practical work in senior year: Ellen Pearl Walker

AWARDS

(Competition for which is not confined to members of the graduating class)

MEDALS

- LE MINISTRE DES AFFAIRES ETRANGERES BRONZE MEDAL
IN FRENCH

- Barbara Whittaker

- THE PREVEY GOLD MEDAL IN HOUSEHOLD ECONOMICS
Mary Burgess

SCHOLARSHIPS

- THE SCHOLARSHIPS OF THE SENATE AND BOARD OF GOVERNORS
OF THE UNIVERSITY

- In Agriculture: Not awarded

- In Applied Science: Arthur Henry Spurway

- In Arts: Max Wyman

- In Law: Harold William Riley

- SCHOLARSHIPS IN THE FACULTY OF MEDICINE OFFERED BY THE
COLLEGE OF PHYSICIANS AND SURGEONS OF THE
PROVINCE OF ALBERTA

- Third and fourth years Psychology: Frank McNeill Smith

- Second and third years Anatomy: Lloyd Winston Bassett

- First year proficiency: John Clarke Goddard

- THE SCHOLARSHIP OF THE CALGARY DENTAL SOCIETY
Edward V. Springbett

- THE SCHOLARSHIPS OF THE ALBERTA PHARMACEUTICAL
ASSOCIATION

- In the degree course: Louis Rudolph

- In the licentiate course: Not awarded

- THE ELIZABETH IMRIE MEMORIAL SCHOLARSHIP
Arthur D. Bierwagen

- THE AIKINS SCHOLARSHIP IN ENGLISH LANGUAGE AND LITERATURE
Margaret Agnes Smith

- THE WOMEN'S UNIVERSITY CLUB SCHOLARSHIP
Flora M. Macleod

- THE HOME ECONOMICS CLUB SCHOLARSHIP
Evelyn Barnett

- THE SCHOLARSHIP OF THE EDMONTON SECTION OF THE
COUNCIL OF JEWISH WOMEN

- Leon Alaoglu

- THE RUSSELL ROBERTS CALDWELL MEMORIAL SCHOLARSHIP
IN MATHEMATICS

- Leon Alaoglu

- THE CECIL ETHELBERG RACE MEMORIAL SCHOLARSHIP
IN COMMERCE

- John Ronald Munro

- THE EDMONTON B'NAI B'RITH SCHOLARSHIP
Simon Pasternack

- THE PRITTE SCHOLARSHIPS IN
Research work in Biology: Not awarded

- Research work in Chemistry: Not awarded

- THE ROBERT TEGLER FOUNDATION RESEARCH SCHOLARSHIP
Joseph Stiles Beggs

- THE WOMEN'S INSTITUTE GIRLS' CLUBS SCHOLARSHIP
Not awarded

PRIZES

- THE LEHMAN PRIZE IN CHEMISTRY
Max Wyman

- THE T. EATON COMPANY'S PRIZES IN COMMERCE

- Third year: John Ronald Munro

- Second year: Winston Dyas Porter

- THE ALBERTA DENTAL ASSOCIATION PRIZE
Third year: Duncan Russel Stewart

- PRIZE FOR GENERAL PROFICIENCY IN SECOND YEAR DENTISTRY
John R. Revell

- THE ENGINEERING INSTITUTE OF CANADA PRIZE
Howard Russel Fee

- THE CANADIAN NORTHLAND RESOURCES PRIZE
Not awarded

- THE NORTHERN ALBERTA BRANCH OF THE CANADIAN INSTITUTE
OF MINING AND METALLURGY PRIZE

- Ewald Oscar Lilje

- THE STUTCHBURY RESEARCH PRIZE
Harold Hume Gardner

- THE DOWLING MEMORIAL PRIZE IN GEOLOGY
Michael B. B. Crockford

- THE SAMUEL RICHARD HOSFORD MEMORIAL PRIZE IN ENGLISH
Lillian Leversedge

- THE PHI GAMMA SORORITY PRIZE IN ENGLISH
Cicely Louise Evans

- THE VALLEE FRENCH PRIZE
Mary Eleanor Gerwin

- THE PRIZE IN FRENCH OFFERED BY THE FRENCH CONSUL
FOR WESTERN CANADA

- Margaret Agnes Thomson

- FRENCH CLUB PRIZE
Hazel Sutherland

- THE LA FLECHE BROS. LTD. PRIZE IN FRENCH
Elmo Eugene Fletcher

- THE JANE ALEXANDER MEMORIAL PRIZE IN GEOLOGY
John Rattray Ower

- THE DEUTSCHER CLUB EDELWEISS PRIZES

- In German 47: David Morris Bruser

- In German 54: Edward J. H. Greene

- THE GERMAN CONSULATE PRIZE
Edward J. H. Greene and David Morris Bruser

- THE GORDON STANLEY FIFE MEMORIAL PRIZE IN HISTORY
Helen May McCalla

- THE JOHN HENRY STANLEY MEMORIAL PRIZE IN HISTORY
Arthur D. Bierwagen and Kenneth Ives (equal)

- THE HISTORY CLUB PRIZE
David C. Adams

- THE A. L. BURT PRIZE IN HISTORY
Helen M. McCalla

- THE D. M. DUGGAN PRIZE IN SECOND YEAR HOUSEHOLD
ECONOMICS

- Not awarded

- THE JANE ALEXANDER MEMORIAL PRIZE IN LATIN
Hazel Sutherland

- THE CARSWELL PRIZE IN THE FACULTY OF LAW
Second year: Bert Ramelson

- First year: Harold William Riley

- PRIZE IN MATHEMATICS 1
Not awarded

- PRIZE IN THE HISTORY OF MEDICINE
Not awarded

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THESE TWENTY-FIVE YEARS

Because this year is the twenty-fifth anniversary of the University of Alberta a series of four lectures were arranged to be given at end of March. The four members of the faculty delivering these addresses traced the development of thought in some of the more important fields of knowledge in the period during which university life has been represented in our province.

The Higher Learning—Twenty Five Years of Conflict

Ed. Note: This is a brief synopsis of the address given by Dr. W. H. Alexander on Thursday, March 23.

Holding forth the search for truth, learning for its own sake, as the true ideal of the university everywhere, Dr. W. H. Alexander, head of the Department of Classics at the University of Alberta, delivered the opening lecture of a series that commemorates the silver jubilee of the institution of higher learning in this province.

Speaking from a background of 25 years' teaching experience on the staff of the U. of A., he gave a critical analysis of higher learning through the centuries, aims, objects, ups and downs. Lit by touches of dry humor and apt Latin quotations to which he appended the most facile translation, he held the attention of 350 persons in Convocation Hall for over an hour on Thursday night.

"Time had come to review a period of pioneering in higher learning in western Canada," said Dr. R. C. Wallace, the President, in his opening remarks. And at the conclusion of the lecture, he said Dr. Alexander had treated the subject in no parochial manner. He had been challenging in his approach, had arrested attention and stimulated thought.

Dr. Alexander explained in beginning his address that it was not the purpose of the commemoration to deal particularly with the history of the University of Alberta through the last 25 years, but to use the opportunity offered by this occasion to deal rather with the general trend of thought in several lines during that period. He thought that his own task was rather difficult, because, since it involved the University in relation to the world movements, it implied the expression of opinions on points where feeling was strong.

Aristocracy of Mind

After stating that the higher learning expressed no snobbish conception but emphasized a true aristocracy of mind which should be vigorously selected, he traced several views of the function of the University which had emerged historically from the middle ages to the present. These had been successively the oneness of man with God, the oneness of man, man's world and God, rationalism, romanticism and finally the spirit of modern science, in which the lecturer found the last great point of unity in the university ideal.

But, he pointed out, science had not altogether willingly been forced into the position of a commercial adjunct and a magician, making something out of nothing or effecting transmutations which to the generality of people seemed miraculous, with the result that the brilliance of this last great unifying factor in university history had become greatly reduced.

Demand on Science

He compared the demand made upon science in the modern university to the demand made by the rationalism of the 18th century, when it was very generally proposed that the universities be abandoned and replaced by trade schools and professional colleges. What had actually happened in the present century, however, was the inclusion of such types of instruction into the body of the university for conciliatory reasons or for motives of alleged economy.

The speaker challenged this whole position, which the last 25 years has done so much to confirm.

"A marriage," he said, "sometimes lifts up, but it often drags down. It is unwise to mix in one group young persons, some of whom are pursuing practical and purely utilitarian courses, while others are professing the idea of a liberal culture, because young persons are not able to discern the long range value of liberal culture as compared with the promise of early profit suggested by technical and professional studies."

Exactly the same feeling was now being entertained in Germany by those seriously concerned about the maintenance of university ideals.

Some Oppose Change

Dr. Alexander referred to the nationalistic idea of the university as it is found in Russia and Italy, and to the criticism to which the new concept was being subjected. The question was raised whether the other universities of the world were fundamentally doing anything else. Special reference was made to their reluctance to introduce their classes to the newer economic and political theories of the age, although in literature of all sorts the assumption was made that students were mature enough to face the facts of life.

The speaker quoted from Julien Benda, a French writer on the uni-

versity, whose thesis is that the universities in their zeal to be regarded as buttresses of the standing order, have committed high treason to the cause of frank investigation.

"Trained as they have been, partially at least, at the expense of the nation, they have sold their ability, their skill and knowledge to the forces of self-interest which dominate the world today and block the way to a fuller, wider and freer life. And men begin to ask, 'Is not the present university responsible for this diversion of talents to base ends?'"

Another aim proposed for universities had been the deliberate formation of character, principally to suit the prevailing national ideal. With this Professor Alexander took issue strongly.

Treated as Children

"If the university's difficulties in discipline arise from the necessity of treating the undergraduates morally as children, what chance is there of any genuine intellectual work among persons so immature?"

"If they are of the dame's school type in the matter of character foundation, of the dame's school type they will be in matter intellectual, and more especially if they continue to be treated as children no matter how kindly the intention back of it."

Dr. Alexander stated that he regarded university history like all history as being a series of peaks and depressions, and believed that at the present the university ideal is heading downward towards the bottom of the trough. He assigned as causes for this the widely-manifested tendency to include all sorts of vocational schools in the university idea, and the overwhelming of the university staffs "by hordes of young barbarians, already at play, and anxious to continue at it."

He traced the origin of this idea to a notion which was extensively cultivated during war-time and immediately after, to the effect that what was needed was more education in order to make countries more efficient. The validity of this contention he disputed.

Love of Learning

The lecturer finally expressed himself as believing that St. Thomas Aquinas had expressed centuries ago in the phraseology of his own time the true ideal of the university, the love of learning for its own sake. Dr. Alexander said he looked for an ultimate return to this ideal. The perpetual and universal motto of a university must be the words given on Cardinal Newman's tomb, "out of the shadows of ignorance and the delusive phantoms of phenomena into truth."

ENGLISH POETRY SINCE 1908

Ed. Note: This is a brief synopsis of the address given by Professor E. K. Broadus on Monday, March 27th.

Recalling the "forgotten years of 1908 to 1914 which the war wiped out," Dr. E. K. Broadus, of the University of Alberta, delivered a lecture on English poetry since 1908 at the Convocation Hall Monday night. The lecture was one of a series in connection with the 25th anniversary of the University. Dr. Broadus described how poetry had timed its transitory period with that of the world and traced the development of poetry and poets since 1908.

Proceeding to recapture the atmosphere of those pre-war days, Dr. Broadus recalled its comparative placidity, despite ominous undertones. Such barbarity as international strife, in the words of Viscount Milner, was "dreadful nonsense."

In the headlines was read Taft's election in the south, and the first rumblings of prohibition agitation. At home, reciprocity was being shelved with the election of Sir Robert Borden, while in England Lloyd George was introducing his Socialist budget in 1909. But even more absorbing than Socialism, unemployment or possibilities of war, was the drama enacted around "Votes for Women." Window-smashing suffragettes held the centre of the stage.

Last of Victorians

In poetry likewise we were in a movement of transition. The last great Victorians, Meredith and Swinburne, died in 1909. Three others were disturbing our consciousness: The "inspired journalist," Kipling, the scholarly lyricist, Robert Bridges, who was still almost unknown when appointed laureate in 1913; and the novelist, Thomas Hardy, only just entering the field of verse. In 1909 he published "Time's Laughing Stocks," and we began to wonder whether he would succeed to the throne of Meredith. Moreover, we

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THE GATEWAY

Editor-in-Chief Margaret E. Moore
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REPORT OF THE PRESIDENT OF THE STUDENTS UNION, UNIVERSITY OF ALBERTA, 1932-33

To the Committee on Student Affairs:
As President of the Students' Union during the session 1932-33, I respectfully wish to submit the following report on the activities of the year.

This report will include a general statement of the year's work with reference to the particular departments of the Union.

General

The legislative and executive power of the student government is vested in the Students' Council. This consists of representatives of the various organizations under the Union and representatives from the faculties as well as the President, Vice-President, Secretary and Treasurer of the Union, who are members of the Council in their respective capacities. The Council conducts the business of the Union. During the past year the membership of the Council received considerable attention. It was suggested that a smaller Council would be more efficient and less unwieldy in both legislative and executive work, but it was believed that the gain along these lines would not be sufficient to compensate for the unity derived from our present large representation, which holds all faculties more closely together.

The Council has always taken the attitude that our first duty is to administer to the majority of students, because here, as in any parliamentary legislation, only such administration receives the goodwill and co-operation of the people. With this in mind, a questionnaire was prepared and given to all students at the time of registration last fall, whereby they signified the extra-curricular activities in which they were interested. This proved very satisfactory, but I believe even greater use could be made of it in securing additional interest in all lines of activity.

We have believed that the success of the Union would depend upon the attitude of the individual student towards it, and have tried to make its scope sufficiently large to attract as many interests as possible, and thus create a favorable attitude among all students.

We have been fortunate in that no contentious questions have arisen between student factions or between the students and the faculty or University authorities. On all occasions the very best of co-operation has been given and the most perplexing with little difficulty.

During the past year no student disciplinary committee has existed, either for disciplining men students or for enforcing the rules of our own constitution. I would recommend that for another year, as a safeguard of our Union, such a committee be formed.

Since our University is largely supported by ratepayers throughout Alberta, we have endeavored to pass out to them a truer picture of the interests of its students. We have favored competition for our athletic teams within the province. Members of the Debating Society have upheld resolutions in various cities and towns throughout Alberta. Our Union can not express too great an appreciation for having the privilege of presenting debates and other features over CKUA radio broadcasting station and other hook-ups. This has afforded us a means of contact with hundreds of people who might otherwise have had no interest in the University. It is to be hoped that such programs can be continued. I believe a policy of making as many contacts in as many ways as possible throughout the province to be thoroughly sound.

Legislation

The Council has during the past year, amended the constitution in various ways. Early in the year with the amalgamation of the Glee Club and Orchestra under the name of "The Philharmonic Society," provision was made for their representation on the Council for the remainder of the year. The Literary Association Act was further amended to provide that in future the president and secretary of the Literary Association be elected as Council members, and that the presidents of the Dramatic Society, Debating Society and Philharmonic Society be members on the literary executive, but not on the Council.

The Political Science Club was taken into the Union and given a budget to cover necessary expenses. It is to be hoped that this club expands its membership and becomes more active another year.

The Men's and Women's Athletic Awards system has been amended. In each case the number of awards has been decreased, but major awards of greater distinction have been established.

The Point Act has been revised with the aim of extending executive duties to more students, and also with the view of preventing willing students from overburdening themselves with administrative offices. A check

up was also made on the points allotted for the various offices.

The Social Directorate, which functions in entertaining visiting teams, was also revised. In its new form the Vice-President of the Union, along with the managers of the particular club involved, are in charge of all arrangements.

The manner of election of club presidents in the Men's Athletic Association was changed. Presidents will now be elected at separate meetings of the club rather than all offices being filled from an election at a general meeting. We believe in this change more efficient presidents for the particular line of sport can be secured.

Early in the year the Council moved that initiation proceedings at this University be abolished. They felt, however, that some introductory ceremonies would be necessary to acquaint the freshman with his surroundings. It is hoped that by such procedure the freshman will be given to realize that he becomes a part of the institution with his first loyalties towards the support of its erstwhile traditions and principles.

Financing

Compulsory Union fees have remained the same as formerly. It was found that due to smaller gate receipts and decreased advertising in our publications, it was impossible to lower the fee. The two previous years, however, an athletic was in force, optional to the student. It was considered inadvisable this year to continue with such tickets because of a reduced athletic program with other universities. This loss of guaranteed gate receipts, accompanied with no actual attendances from the previous year has made budgeting on gate receipts extremely difficult. We have, however, completed the year with no hardship to any club, and have as shown on the balance sheet still a surplus of some four hundred dollars.

Several problems have arisen during the year relative to the status of class organizations. Various schemes have been advanced to bring these organizations under the Union. Faculty clubs have also been desirous of having the Union sponsor a special student fee on their behalf. Up to the present time no satisfactory arrangement for bringing these clubs under the Union has been arrived at. It is felt that these problems will present themselves again the following session.

Men's Athletics

The past year has been marked by many changes in the Men's Athletic Association, not only in the field of internal management, but also in regard to relations with outside athletic clubs.

Intercollegiate athletics have been maintained as far as it has been financially possible. Our swimming, tennis and track teams visited the University of Saskatchewan this year and made a very creditable showing. It is regrettable that we were unable to play in the Intercollegiate Rugby League this year, but the distances involved and the number of men involved made it impossible for us to do so.

We have engaged very extensively in city and provincial sport during the year. The rugby team made a good showing, but did not win any games. The basketball team defeated the Moose Domers, but were themselves defeated by Raymond. The hockey team played a 12-game series in the Senior City League, but did not win. The badminton team made an excellent showing, one of its members winning the city championship in the men's singles event.

In the field of interfaculty sport, the rugby and soccer teams were unable to complete their schedules, due to an early fall. A second interfaculty hockey league was organized in order to give more players a chance to participate in this sport.

This year each sport has been organized as a separate club, each club holding its own meetings and electing its own officers.

The award system has been changed so that only a few of the very outstanding athletes will receive major awards, while every man taking part in athletics will receive a minor award.

In general, it may be said that in spite of having few winning teams, athletics have had a good year at the University.

NEIL STEWART,

President, Athletics.

Women's Athletics

The executive of the Women's Athletic Association for 1932-33 consisted of:

Hon. President, Mrs. Shipley; president, Mary Cogswell; vice-president, Josephine Kopta; secretary, Margaret Moore and Helen Ford; president of basketball, Lillian Carscadden; president of hockey, Gwen Manning; president of track, Ruth Freeman; pre-

sident of tennis, Priscilla Hammond; president of swimming, Kathleen Swallow; president of badminton, Edith Garbutt; president of House League basketball, Jennie Filipkowski; Fresh representative, Ruth Graham.

A completely new awards system was instituted.

The following is a brief account of the various sports:

The women's senior basketball team entered the Senior "B" Provincial League in 1933. They were defeated by their only opponents, the Gradenettes.

An exhibition game was played in Calgary against the Gibson Girls, who were defeated.

Lillian Carscadden was the manager of the team, Josephine Kopta the captain, and George Parney the coach. The team included: Josephine Kopta, Cal Holmgren, Doris Calhoun, Helen Ford, Kay Swallow, Barbara Humphrey, Mary Howard, Lillian Carscadden, Margaret Sutton and Margaret Dixon.

The women's senior hockey team played in the Intermediate League of the W.A.H.A. The team was managed by Gwen Manning, captained by Margaret Moore and coached—very satisfactorily—by Siv Edwards. The team included Norma Christie, Marjorie Gibson, Pat McCarthy, Kathleen Horton, Mary Cogswell, Nancy Evans, Margaret McBain, Ruth Graham, Gwen Manning and Margaret Moore.

The women's track team won the Rutherford Trophy by defeating the University of Saskatchewan at Saskatoon. Jennie Filipkowski was the individual high scorer and Josephine Kopta broke the intercollegiate record by throwing the discus 116 ft. The team consisted of Doris Calhoun, Josephine Kopta (captain), Jennie Filipkowski, Ruth Freeman (manager), and Ernie Williams (coach).

The swimming team lost to the University of Saskatchewan at Saskatoon. The team consisted of Ruth Freeman, Betty Fox, Evelyn Barnett, Kathleen Swallow (manager and captain). The coach was Jim Crockett.

The Badminton Club held their first tournament this year. The ladies' doubles was won by Priscilla Hammond and Peggy Aitken. The mixed doubles was won by Priscilla Hammond and Harry Cooper, and the ladies' singles by Peggy Aitken.

The U. of A. tennis team travelled to Saskatoon in 1932, and the girls were successful in winning the meet. Priscilla Hammond and Dorothy Brown won the ladies' doubles. Priscilla Hammond and Gordon Keel won the mixed doubles and Priscilla Hammond the ladies' singles.

House League basketball was reorganized this year. About thirty-five girls took part. The winning team—the Arrows—was composed of Gwen Nixon (captain), Margaret Smith, Mary Smith, Margaret McDougall, Hazel Wilkinson, Jean Irving and Mary McBeth. Jennie Filipkowski was the successful manager.

MARY COGSWELL,

Report of the Dramatic Society

The society's activities have been threefold. Firstly, it sponsored the customary Interyear Play Competition; secondly, it produced the annual Spring Play, the play chosen being "See Naples and Die" by Elmer Rice. The society was fortunate in obtaining the services of Emrys Jones as director. Thirdly, the society has successfully managed two "Study Groups" for the reading and discussion of plays. It is felt that the last activity has amply justified itself, and its extension is recommended in the immediate future.

Financially, the society has remained strictly within its budget, and was able to contribute \$115 out of its current income to the building of a new switchboard.

KENNETH H. IVES,
President.

Report of Debating Society

The Debating Society of the U. of A. enjoyed a successful 1932-33 term. Acting upon the advice of the Council, the executive endeavored to arouse the interest of the student body in the society by methods hitherto untried, and for the most part met with whole-hearted support and co-operation. At the same time it was the aim of the society to foster good relations with those abroad, particularly with the people of our province. It is the hope and belief of the society that this object has been partially accomplished.

In the beginning of the term the society began a series of experiments in the nature of radio debating, and continuation of these debates throughout the season has proven conclusively the value of this mode of transmission. Radio debates have become popular with the people, and are an economic method of reaching our sister universities.

During the past term the University has had radio debates with Saskatchewan, Manitoba and British Columbia, as well as many local debates.

This year the society launched out into a new activity, that of provincial debating. The University sent teams to Red Deer, Olds, Vegreville, Calgary, Medicine Hat, and High River. In the intervarsity debates the University of Alberta teams were successful in winning the McGoun Trophy emblematic of supremacy in this field.

During the past season an Imperial team, sponsored by the N.F.C.U.S., visited the U. of A., and the interest in this event was evidenced by a capacity crowd, who thoroughly enjoyed the English visitors.

An effort was made this year to have as many as possible turn out to the Forum debates, which was rewarded by the numbers who attended and the keen enthusiasm shown.

Report of Philharmonic Society

The organization of the Philharmonic Society took place during the month of October. Later in the year the constitution of the Students'

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Gateway Report

It has been a little different having a co-ed as Editor-in-Chief of The Gateway, and it was not without hesitation that she accepted the position. However, everybody seemed to acclimatize themselves to a woman editor quite readily, very much to her gratification.

The paper, as it appeared during this term, would have been an impossibility without the co-operation of the staff. This year's staff has been larger than almost any other official Gateway staff, and its assistance to the Editor was correspondingly high.

As a recommendation to the next Editor-in-Chief we suggest that the policy of punctuality be pursued. On calculating the year's finances, it is estimated that approximately \$10 or over has been saved on every issue as a result of the system of keeping the Print Shop busy, that is, no idling on Gateway time, and of a definite and punctual time of issuance.

A suggestion to be passed on is that next year's editor make up his dates of publication early in the fall, and follow his plan of procedure strictly. This saves time and trouble in dating advertisers, especially national ones, and it saves money for the Print Shop bills are not large when they can plan their other work in order to give The Gateway full attention when it is needed.

We recommend that a make-up editor be appointed before the session opens, that he be a newspaper enthusiast, and that he have a great deal of time; a particularly fortunate time-table is a necessity, to devote to the object of his enthusiasm. This plan was not followed out this year, with the result that the editor was unnecessarily burdened with the additional responsibility of make-up. The extra work taken on was a direct result of the quantity of editors last year, who, among them, managed the make-up work and no one was trained in the position.

Annually, Editors of The Gateway recommend that the University grant editors a credit for at least one course in lieu of their journalistic labors. There are arguments for and against this recommendation. A student is expected to enter extra-curricular activities, and does so of their own free will, and the academic studies pursued toward a degree are a field apart from such endeavors. On the other hand, however, it is considered that the experience gained, the knowledge attained, the education retained, consummate in their totality the equivalent of a senior academic course. That this credit be granted is the point of view of the retiring editor.

Next year the office of The Gateway is to be changed to those premises now occupied by the Political Economy department. This we consider an advantage, in spite of the necessity, if it is a possibility, of crowding even more than at present.

The policy of The Gateway this year has been, to put it briefly and in a broad sweeping statement: To

do that which benefits the University as a whole the most.

Financing has been difficult, of course, but not an impossibility. The Gateway, in spite of decreased income, has a surplus of much the same substantiality as that of last year.

No report from The Gateway is complete until it acknowledges the debt it owes to President Wallace for his respect of the freedom of the

press. This may seem, to a casual observer, nothing unusual or exceptional. It is interesting to learn that Alberta's undergraduate paper enjoys a freedom granted to few other such publications. We have President Wallace's kindly tolerance to thank for the favor. The Gateway is grateful.

M. E. MOORE,
Editor-in-Chief.

COMMUNITY HOUSE

A. J. Cook

It is an interesting fact apparent to anyone who has contact with students that these dog-days in which we find ourselves have brought about some new alignments in student thought.

There is a greater interest in extra-mural affairs, and one suspects that many students, of necessity, have been driven to more arduous questioning of their relation to this odd world in which—perhaps all at once—they find themselves.

A University like our own suffers by comparison with older universities in various ways, of which perhaps the chief is just the lack of extra-mural interests available. There can hardly be comparison, in this respect, of a western town like Edmonton with cities like Montreal, Toronto, New York, or London. In these larger places it frequently happens that a student discovers that the University is linked up directly to the community in which it is placed, by means of what is called a Settlement House. The functions of such a house are well known. The house is located in a quarter of the city where people are under-privileged, and neighborly work is carried out, participated in by students and faculty resident in the house.

To all intents and purposes, the house is an experimental station in social relations, and it often happens that its methods and discoveries are later incorporated into community practice. The writer has visited two or three of these houses, and in each case has come away with the conviction that here is something which in its essentials ought to be integral in the life of any university.

It is evident, of course, that a settlement house as usually conceived is not to be considered seriously with reference to our own University. That can be taken for granted. But the underlying hypotheses—these remain as possibly applicable to any university.

What suggests itself then in this connection is a vital relationship of the university to the extra-mural community in which it finds itself, and the writer has ventured to clothe this relationship with the term Community House. This "House", like the settlement houses of the older universities, would first and always be an experimental station in social goodwill, seeking to discover, to interpret and to foster the finest quality of community living.

Let us admit at once that the house is already here in spirit. The work of the Little Theatre movement, so largely aided by students, graduates and faculty, is evidence of this. So also is the work now being car-

ried on in the field of mental hygiene, etc.

Nevertheless, it is apparent that much more is possible and desirable. The universities can do more—they have done much—to make conscious and coherent our communal ideas, aims and loyalties. In theory, the universities put a premium on individual initiative, and wisely so. But however necessary this initiative, it should be buttressed and shaped by broad social loyalties, and one feels that in this respect much more can, and must, be accomplished by the universities.

In these directions, then, lie the tasks of the Community House. Every aspect of community life would be its concern, administrative, economic, political, social, artistic, and religious. The house would not be a debating society merely, but a community of free workers seeking to give effect to social principles. Its spirit would be the spirit of enquiry—winnowing the grains of truth from the chaff of prejudice. What we mean here is shrewdly put by a British writer, who remarked recently that a belief in the wisdom of the national banking system need not be coexistent with a belief in the wickedness of private bankers. It is hoped also that this spirit would be dynamic, moved by some vision of the social possibilities of human communities. Finally there would need to be present the determination to realize in some measure those possibilities, not with reference to a vague "afar off" in time and space, but here in this place—one's own neighborhood.

We shall soon be asked to be practical. Does a community like Edmonton need any such social experimental station? What could it do in any case? Our opinion regarding the first question has already been given. Such a center is not needed for the sake of Edmonton alone, but for the sake of Prairieville and Littleton anywhere in this Province.

In other words, it is a center, working out towards a sound provincialism (in its right sense), towards a socially healthy nation, and hence to that unity of friendly peoples which in spite of appearances, most of us conceive to be possible. We are claiming then that a sound internationalism can only be bred at home, and good breeding will demand a deal more thought than heretofore we have given it.

The second question would perhaps be answered differently each session. Two illustrations, however, may serve present purposes. The

(Continued on Page 6)

ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA

The Royal College of Physicians and Surgeons of Canada desires to announce that the Annual Primary and Final Examinations for Fellowship in the College will be held in Montreal, October 9th to 14th, 1933.

Candidates desiring information with reference to examinations for the Diploma of Fellowship are requested to communicate with the Honorary Secretary, Royal College of Physicians and Surgeons of Canada, Dr. Warren S. Lyman, 292 Somerset Street, Ottawa.

yard to laboratory work only: Lord; McDonald, Miss M. Swale; Stewart; Williams. **PHYSICS 11** Class II — Parlee; Phillips; Crawford; Mayo. Class III — O'Donnell; Kelly; McClune; Cooper; Johnston.

PHYSICS 21 Class II — Crosby; Pierce; Digney; Zimmerman; Hurdle; Allen, R. J., and Ritchie (equal); Allen, K. E., and Hattie and Munn (equal); McMahon; Whittaker; Frost; Grout; Brink and McRae and Patching and Spurway (equal). Class III — Smith; Coleman; Elison and Taylor and Thom (equal); Corbett and Downey and Pack and Patton (equal); Gillies and Saldan and Stafford (equal); Inouye and Macdonald, R. C., and Muckenheimer (equal); Erickson and Harding and Primmer and Torgart (equal); Tatham; Hawkey and McDermott and Vance (equal); MacLaughlin and Peck (equal); Anderson and Barry and Howey and Jacobs and Russell (equal); Adams and Barker and Blackie and Cairns and Eford and McDonald, J. A. S., and Park (equal).

PHYSICS 42 Class I — Hall; Prebiss; Jackson. Class II — Andersen and Warren (equal); Johnson; Staal and Walker (equal); Miller; Rieley. Class III — Allen; McElroy; Smith; Reichert.

PHYSICS 46 Class I — Alachuk; Rose. Class II — Prebiss; Wilson; Mitchell and Over (equal); McGibbon; Warren; Macbeth; Walker; Kulla. Class III — Miller; Mullen; Reikie and Smith (equal); Safran and Spencer (equal); Cairns and Wilson (equal); McCoubrey and Reichert (equal).

PHYSICS 53 Class I — Hall. **PHYSICS 54** Class I — Pasternack; Jackson; Vanderburg; Andersen; Hall; Hynka. Class II — Simon; H. Austin; Cornish and MacDonald, A. R. O. (equal); Lisker; Brown; Prescott; Jobe and Johnson (equal). Class III — Wortman; Farmer; Blair; Manning; Kelly.

PHYSICS 101 Class II — Tait; Convey. **PHYSICS 102** Class I — Jackson.

PHYSICS 103 Class II — Beggs. **PHYSICS 104** Class I — Beggs.

PHYSIOLOGY 60 Class I — Hargrove and Donaldson (equal). Class II — Kane; Grier; Buchanan; Massie; Scott; Akhurst; Currie. Class III — Hargrove and Thurston and Werthenbach (equal); Irving and Smolik (equal); Newton; Irving, B., and Young (equal); Williams; Robertson; Doercker and Rea (equal).

PHYSIOLOGY 61 Class II — Tarver. **POLITICAL ECONOMY 1** Class I — Porter; Greenlee and Weber (equal); Bellamy and Fraser and McTavish and Puley (equal); Stephens; Knoepfli; McDonald.

Class II — Lendstedt; *Massole and *Smith (equal); *Dann; Brewster and Palmer and Whitty and Knoepfli and Logan (equal); Currie; Puley; Kindred and Love, W. T. (equal); *Macdonald; *Garmichael and Love, H. H., and Primmer (equal); Stephens; Taylor and Weber and Gorkel and Matheson and Mackintosh and Wynn (equal); *Hood and Turner and Spencer (equal); *Hudson and Tougas (equal); *Coutts and McNeill (equal); *Jackson and *Lee and *Hartman and *Maybank and Fisher and Foster (equal); *Bercuson and Holmes and Embury and Allsopp (equal); *Lee and *Petrie and *Laut and *Baird and *Scott and Calder and Ewasik and Martyn and O'Brien and Bury and McTavish and Hackwood and McDonald, J. A. S. K., and Greenlee (equal).

Class III — Miller and Enman and Fraser, N. H., and Gillespie (equal); *Short and *Austin and *Hilton and *Henderson (equal); *Hines and *King and *Bercov and McDonald, E. (equal); *Hartman and *Henderson and *Sanderson and Rogers (equal); *McAlister and *Price and *Doan and Manning and Johnston, D. R., and Manning (equal); *Adams, J. V., and *Rummi and *Baird and *Van Volkenburg and *Greenhalgh and *Campbell and *Polley and *Heisler and Watson and *McDonald, J. A. S. K., and *Glover and Deakin and McLaren and Brander (equal); *Mayhoad and Deveney and *Dunn and *Gibson and *Baskley (equal); *Johnson and *McKee and Park and Robertson and McLaren (equal); *McElroy and *Shaw and Pearson and Charlesworth (equal); *Lee and *Smith, M. E., and *Morgan (equal); *Johnson, C. M., and *Ross and *Florendine and Spooner and Mayer and Bates (equal); *Henderson and *Henderson and *Drew and Wells (equal); *Davidson and *Sloan and Roche and Stewart, M. I., and Fox and Akhurst and Johnson, D. E. (equal).

POLITICAL ECONOMY 10 Class I — Jackson. Class II — Porter; Greenlee and Weber (equal); Bellamy and Fraser and McTavish and Puley (equal); Stephens; Knoepfli; McDonald. Class III — Lewis and Matheson and Norris (equal); Roche; Margolis; Dunham and Morton (equal); Allsopp and Manning (equal); Holmes.

POLITICAL ECONOMY 61 Class I — Hilliker and Watt (equal). Class II — White; Blodgett; Hewitt; Jensen and Prevey (equal); Steele; Moore. Class III — Ward; Lea; Coughlan; Smolensky and Souch (equal); Cleland.

POLITICAL ECONOMY 63 Class I — Epstein; Pilkington. Class II — Epstein; Gallatin and Shaw and Blodgett (equal); Kinney; Ford; Frick and Ives (equal); Lazarenko; Bussard and Duncan (equal); Costigan and Powell and Thomas (equal); Begg and Bell and Goughlan and McIntosh and Nelson and Oryschak (equal).

Class III — Johnston and Pankhurst (equal); Sayers; Thomson; Mackie and Macleod (equal); Kramer. **POLITICAL ECONOMY 66** Class I — Shaul. Class II — McEhernen; Norton; Aylesworth; Cox; McEhernen; Miss C. Vasele; Nak; Potter; McCleary. Class III — Newton; McCulloch; Peterson; Fredell and McKeljohn (equal).

POLITICAL ECONOMY 68 Class I — Thomson, Miss M. A.; Mitchell; Poole and Watt (equal). Class II — Deane; Barrett; Eaglesham and Hilliker and Munro (equal); Flynn; Towns; Hall; Grant and Pilkington (equal); Anderson and Heavers (equal); Huciak; Sellhorn and Whittaker (equal); Kestner; McIntyre and Margolis (equal); Ward; Bussard and Dugkan and McIntosh and Nixon (equal); Barley and Broughton and Perkins (equal); Everest and Grier and Kopia and Latimer and Wilson (equal); Manson. Class III — Chanley and Courtney (equal); Jacobs and Ripley and Shortlie (equal); Peters; Bell and Ramsey (equal); Black and Downey (equal); Macleod and Newell (equal); Berry and Christie and Corbett and Kelly (equal); Durno and Phillips (equal); Farmer; Irwin; Givens and MacBain and MacBean and Mackie and Pankhurst and Samuels (equal); Campbell and Wheatley (equal); Lewis and Smith, R. K. (equal); Bellamy; Begg.

POLITICAL ECONOMY 69 Class I — Frick; Christie. Class II — Begg.

POLITICAL ECONOMY 101 Class I — Poole.

POLITICAL ECONOMY 102 Class I — Munro and Poole (equal). Class II — Eaglesham and Smith (equal). Grant; Cram and Sellhorn (equal).

PSYCHOLOGY 51 Class I — Gibson; Rupp; Arnold. Class II — Colgrove; Graham and Keel (equal); Badner; Ferguson and French and Seetrap (equal); Barley and Broughton and Clarke (equal); Kingsbury and Mangan (equal); Vickery; Allen and Alexander and Gibson (equal); Courtney and Gravelle and Morrison and Mollett (equal); Kestner; Bruer and Henderson (equal); Begg; Hewson and Harvey (equal); Pike; Goshko; Jacobs and Ripley and Shortlie (equal); Armstrong and Geake and Stephens and Brown, N. (equal); Hodgins and McRae and Wilkinson (equal); Brown, G., and Cadzow and Costigan and Grindley (equal); Fettes and Hilliker (equal); Miller and Porryan (equal).

Class III — Archibald and Palmer and Reichert and Thomson (equal); Anderson and Heuer and Kendrew and Powell and Wheatley (equal); Barley and Broughton; MacBain; MacDonald, E., and Newell (equal); Jones; Le Blanc and Paegre (equal); Brown; Heland and Darrah and Irwin and Murray and Wortman (equal); St. Yvette and Zuar (equal); Cameron and McDougall (equal).

PSYCHOLOGY 52 Class I — Taylor. Class II — Galla; Heywood; Currie; McDougall; Barker and Chalmers (equal); Ford; King and Karloff (equal); Baker and Jackson and McElroy (equal); Canty. Class III — Rittlitz; Barnett and Campbell (equal); Cooper and Evans and Mayo (equal); Singer; Allsopp; Cooper, H. G.; Love; Kelly.

PSYCHOLOGY 55 Class I — Prevey; Fraser; Dhami and Greig (equal); Atkin; Jennison and Macdonald (equal); Freebury and Phillips (equal); Foster; Keel; Crang and Grindley (equal); Archibald and Hardin and Voss and Henderson and Hooper (equal); Roberts; Broughton; Ferguson and Rushworth (equal).

Class II — Knight; Brown; Hewson; Smith; Caven; Baker. **PSYCHOLOGY 104** Class I — Patton. Class II — MacLeod; Hurt; Stafford; Simcoe; Finn. Class III — Thompson.

PSYCHOLOGY 105 Class I — McDougall and O'Brien (equal). Class II — Alexander and Heywood (equal); Gledlie.

PSYCHOLOGY 106 Class I — Hunter. Class II — Heywood; Jackson and Simpson (equal); Carscallen and Race (equal); Canty; Bird. Class III — McMillan; Fraser; Moher.

ROMAN PRIVATE LIFE Class I — Olson; Coutts; Sellen; Portugal; Sr.; Barry, Sr., and Meade (equal). Class II — MacEochear; MacEochear (equal); Shaul; Elford; Reeves and Thompson (equal); Atkinson; Aylesworth and Gledlie (equal); Miller; Bickell and Goodland (equal); Cox; Murray; Allison; Crucifix and Graham and McCleary (equal); Rogers. Class III — Yvette; Kulak; Manser; Roth.

SPANISH 1 Class I — Greenlee; Fraser; Norris. Class II — Matheson and McIntyre (equal); Lewis; Roche; McTavish; Corbett; Ward; Himey. Class III — Morgan; Thomson; McDonald; Dugkan.

SPANISH 51 Class I — Dewis; Schloth. Class II — Barnes; Canty and Munroe (equal); Smith. Class III — MacBean.

TOXICOLOGY 61 Class I — Rudolph; Selkirk. Class II — Brynning.

ZOOLOGY 1 Class I — Sandin; Olsen and Gerwin (equal). Class II — Kent and Weir (equal); Brewster; Brenton; Davis; Oke and Ghiscin (equal); Mackie, J.; Dawson; Bowering; Rogers.

Class III — Buie and Mannix and Hole (equal); Currie and Reid and Drew (equal); Akhurst and Atkinson and Blow and O'Brien and Pearson (equal); Brown, E., and Thomson and Wuest (equal); Bender and McCauley and Sharpe and Sutton and Henderson and McLaws and Wannop (equal); Fox and McAuliffe (equal); Adams and McDonald, J., and McKenzie (equal); Donaldson and Foucar (equal); Johnston; Embury; Carlie and Murray. Class III — Anderson and Kindred and McNeill and Slack (equal); Badger and Bradley and Gibson and Murray (equal); Smith; Stuart; Fletcher; Fortier; Clare and Lees (equal); Heinitz; McAdam; Crux and Munthe (equal); Casper and Campbell and John (equal).

ZOOLOGY 2 Class I — Goddard; Hackney; Seaman; McCurrah; Anderson and Donaldson; Tomashewsky; Goldman and Hanson and Humphrey and Murray and Kirk (equal); Hemming; Dugkan; Hanson; Crux. Class III — Anderson and Kindred and McNeill and Slack (equal); Badger and Bradley and Gibson and Murray (equal); Smith; Stuart; Fletcher; Fortier; Clare and Lees (equal); Heinitz; McAdam; Crux and Munthe (equal); Casper and Campbell and John (equal).

ZOOLOGY 52 Class I — Marsh; Singer. **ZOOLOGY 55** Class I — Twomey.

SCHOOL OF DENTISTRY **ANATOMY 20 AND 21 LECTURES** Class I — Revell. Class II — Downey; Murray; Caldwell; Dorfman.

ANATOMY 20 AND 21 LABORATORY Class I — Murray and Revell (equal). Class II — Downey; Caldwell; Murray. **ANATOMY 22** Class I — Revell; Downey; Caldwell; Murray. Class III — Dorfman.

ANATOMY 27 Class II — Downey; Revell; Caldwell; Murray. **ANATOMY 32** Class II — Stewart; Nicol; Rader. Class III — Campbell; Bacteriology 1. Class II — Ross.

BACTERIOLOGY 1 Class II — Kindred. Class III — Fortier; Wilson; Godard; Seaman; Goldman; John and Fletcher (equal); John (equal); Dugkan and Badger (equal); Campbell.

CHEMISTRY 2 Class I — Hemmings. Class II — Goldman; Johns; Hanson and Badger (equal); Heinitz; Lees; Quirk; Badger; Clare; Slack.

CHEMISTRY 41 Class I — Goddard. Class II — Dugkan; McCurrah; Fletcher. Class III — Stuart; Seaman; Tomashewsky; McAdam; Kindred.

CHEMISTRY 61 Class I — Nicol. Class II — Campbell and Stewart (equal). Class III — Rader.

DENTISTRY 1 LECTURES Class I — Revell; Caldwell and Murray (equal). Class II — Downey.

DENTISTRY 2 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 3 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 4 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 5 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 6 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 7 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 8 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 9 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 10 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 11 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 12 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 13 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 14 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 15 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 16 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 17 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 18 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 19 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 20 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 21 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 22 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 23 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 24 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 25 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 26 LECTURES Class I — Downey. Class II — Downey; Caldwell; Murray; Revell; Downey.

DENTISTRY 64 PRACTICAL Class I — Turner. **DENTISTRY 66** Class I — Turner. **DENTISTRY 67** Class I — Turner. **DENTISTRY 68** Class I — Turner. **DENTISTRY 69 LECTURES** Class I — Turner. **DENTISTRY 69 LABORATORY** Class I — Turner.

ENTOMOLOGY 61 Class II — Hemmings; Hanson; Gibson. Class III — McAdam and Quirk (equal); Tomashewsky; Smith; Heinitz; Wynn.

FLETCHER TOMASHESKY Class I — Johns; Hanson; Hemmings; Dugkan; Goddard; Badger; McCurrah; Campbell; Bradley; Clare; Goldman; Lees and John (equal).

SEAMAN; Kindred; McAdam; Stuart; Smith and Slack (equal); Quirk; Wilson and Heinitz (equal); Gibson.

MATERIA MEDICA 4 Class III — Rader; Nicol; Campbell and Stewart (equal).

ORTHODONTIA 55 LECTURES Class I — Springbett; Macdonald; Olsen. Class II — Springbett; Whitmore; Macdonald and O'Neill (equal); Olsen; Moffatt.

ORTHODONTIA 55 LABORATORY Class I — Turner. **ORTHODONTIA 65 LABORATORY** Class I — Turner.

PATHOLOGY 54 Class I — Springbett. Class II — Macdonald; Olsen; Whitmore. Class III — Moffatt; O'Neill.

PHARMACOLOGY 70 Class I — Springbett; Whitmore; Macdonald. Class II — Moffatt; O'Neill; Olsen.

PHYSICS 11 Class I — Goddard; Hackney; Seaman; McCurrah; Anderson and Donaldson; Tomashewsky; Goldman and Hanson and Humphrey and Murray and Kirk (equal); Hemming; Dugkan; Hanson; Crux.

Class II — Anderson and Kindred and McNeill and Slack (equal); Badger and Bradley and Gibson and Murray (equal); Smith; Stuart; Fletcher; Fortier; Clare and Lees (equal); Heinitz; McAdam; Crux and Munthe (equal); Casper and Campbell and John (equal).

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PHYSICS 11 Class I

Graduation Social Calendar Keeps Seniors Happily Busy

TEA AT THE CHANCELLOR'S AND AT GOVERNMENT HOUSE
—BARN DANCE, PICNIC AT COOKING LAKE AND
THEATRE PARTY MAKE FULL WEEK

The Seniors were once more rewarded with beautiful weather for their graduating functions. After the usual tree-planting on Founders' Day, Dr. and Mrs. Rutherford most kindly entertained the seniors at tea in their charming home on Saskatchewan Drive. The table, which looked lovely centred with a profusion of spring flowers, was presided over by Mrs. Wallace and Mrs. Broadus, who poured tea, while Mrs. Alexander cut the ices. Mrs. Russel, Mrs. Ottewill, Miss McQuaig, Mrs. McLeod and Mrs. Morrison assisted in serving. In celebrating the 25th anniversary of the founding of the University, members of the first few graduating classes were guests with their wives and husbands as well as members of the faculty and their wives.

The same night a most enjoyable informal dance was held at Pembina, when the graduands and their friends were present. The music was excellent, and with a spirit of gaiety pervading throughout, the dance was proclaimed a great success.

Government House Tea
Wednesday afternoon Government House was the delightful setting for a tea when His Honor the Lieutenant Governor of Alberta and Mrs. Walsh entertained members of the graduating class. Dr. and Mrs. Wallace and Mr. Fenerty, the class president, also received. Gorgeous pink roses centred the tea table, which was presided over by Mrs. Wallace and Miss Dodd. Following tea, Mr. Fenerty thanked His Honor and Mrs. Walsh on behalf of the class for their kindness, after which His Honor replied fittingly.

Theatre Party
On Wednesday night the annual theatre party took place, when graduates were entitled to tickets to one of the local theatres.

Picnic at Cooking Lake
Then on Thursday perhaps one of the most enjoyable and informal functions was the picnic at South Cooking Lake. Miss Dorothy Barnhouse, a member of the class executive, kindly loaned her cottage as headquarters. On arrival everybody joined in a treasure hunt, after which some of the boys staged a quito contest. Those who were interested could play baseball. By six o'clock everybody was more than ready for supper, and all gathered around several big fires, where they cooked their weiners and toasted their marshmallows. Piping hot coffee was served by Miss Dodd and Dr. Thornton, honorary president of the class. After supper everybody went up to the South Cooking Lake Community Hall to top off the picnic with a dance. At

10:30 more coffee and cookies were served. By 11:30 the signal was given to return to the city, and all did so feeling that it had been a perfect day.

Panhellenic Tea
Friday afternoon the Panhellenic Alumnae Association entertained at the lovely home of Mrs. L. G. Williamson in honor of the graduating fraternity women. Mrs. E. P. Hall, president of the Panhellenic Association, received with Mrs. Williamson. The tea table was centred with a profusion of yellow and mauve spring flowers. Mrs. Edgar Robertson, Mrs. Gordon Anderson, Mrs. Aamodt and Mrs. Newell poured tea, while Mrs. Russell Henderson, Mrs. E. W. Kane and Mrs. Batlers cut the ices. Those serving were Miss Frances Fisher, Miss Jean Gordon, Miss Helen Kirkland, Miss Ruth Cushing, Miss Margaret Dickson, Miss Helen McCaig, Miss Betty Cooper, and Miss Helen Hollands were in charge of arrangements.

Barn Dance
On Friday evening the Senior Class enjoyed a very informal barn dance in the Star Dairy at Jasper Place. Everybody was requested to arrive in their oldest clothes, and some of the costumes looked as if they had done good service in the gay nineties. Even some of the conveyances were old—twelve of the guests arriving in a hayrack.

YEAR BOOK NOTICE

Students who left the University before receiving their Year Books will have the same forwarded to them on sending to "The Evergreen and Gold" at once their summer addresses, accompanied by 26 cents in postage stamps to cover cost of mailing. This does not apply to those who left their addresses and paid postage charges before leaving.

Note—Communications must be sent in before May 25.

PRIZES AND AWARDS

(Continued from Page 1)

PRIZE FOR GENERAL PROFICIENCY IN FOURTH YEAR DEGREE

COURSE IN NURSING

Not awarded

PRIZE FOR GENERAL PROFICIENCY IN INTERMEDIATE YEAR

NURSING

Janet M. Ames

THE HALLEY HAMILTON GARTZ MEMORIAL PRIZE IN PHILOSOPHY

Mary Esther Macbeth

THE DELTA KAPPA EPSILON PRIZE IN PHILOSOPHY

John Charles Garrett

OTHER AWARDS

RHODES SCHOLARSHIP

Stanley Rands

I.O.D.E. SCHOLARSHIP

Peter Nisbet Tingle

FIRST CLASS GENERAL STANDING

IN APPLIED SCIENCE

Second year: Norman Owen Weston

IN ARTS

Second year: Leon Alaoglu, *P. Parker, *L. Smith, Jack D. Wilson

First year: Max Wyman

IN MEDICINE

Fourth year: Frank McNeil Smith

Third year: Lloyd Winston Bassett, James F. Elliott

Second year: Donald Robert Wilson

IN LAW

First year: William H. Epstein, Helen M. Ford, Solomon Milner, Harold W. Riley

IN B.S. NURSING

First year: Mary Eleanor Gerwin

*Mount Royal College

ADMITTED TO THE DEGREE OF MASTER OF SCIENCE

Beggs, Joseph Stiles, B.Sc. in Arts, Thesis: "The Hyperfine Structure of Some Singly-ionized Bismuth Lines"

Broughton, James William, B.Sc. in Arts, Thesis: "The Direct Oxidation of Natural Gas at High Pressure"

Cornish, Wilfred Ernest, B.Sc. in Appl. Sci., Thesis: "Special Problems in Radio Design"

Edwards, Joseph, B.Sc. in Arts, Thesis: "The Liquefaction of Carbonaceous Materials by Hydrogenation"

Grant, Edward James, B.Sc. in App. Sci., Thesis: "An Investigation of Some Arsonal Derivatives of Diphenyl Ether" and "An Investigation of the Bactericidal Power of Some Mono-Mercury Derivatives of Halogen Compounds of Fluorescein"

Johnson, LeRoy Peter Vernon, B.Sc. in Agric., Thesis: "Studies on the inheritance of smut reaction, lemma color, awn development and rachilla pubescence in oats"

Johnston, Walter Herald, B.Sc. in Agric., Thesis: "Inheritance of smooth awn and disease reaction in barley crosses"

Kostash, John Frederick, B.Sc. in App. Sci., Thesis: "Froth Flotation of Flin Flon Ore"

Lowther, George Kenneth, B.Sc. in App. Sci., Thesis: "Geology and Petrology of the Echo Bay Region, Great Bear Lake, North West Territories"

McAllister, Robert Erin, B.Sc. in Agric., Thesis: "The Effect of Fertilizers on Plant Composition"

McShane, Kenneth Eugene, B.Sc. in Arts, Thesis: "The Analytic Geometry of a Pair of Congruences"

Overbaugh, Sidney Charles, B.Sc. in Arts, Thesis: "Some Mercurocurated Alkyl-Resorcinol Carboxylic Acids" and "The Mercuration of Dinitrofluorescein"

Padwick, Geoffrey Watts, B.Sc. in Agric., Thesis: "The Relation of Certain Weeds and Grasses to the Development of Cereal Foot-rotting Pathogens in the Soil"

Porteous, John Wardlaw, B.Sc. in App. Sci., Thesis: "Some Aspects of Test and Design at Radio Station CKUA"

Sillitoe, Sydney, B.Sc. in App. Sci., Thesis: "Anomalous Properties of Dielectrics"

Simons, Finlay William, B.Sc. in App. Sci., Thesis: "Modulation of a Low Frequency Carrier Wave"

Souch, Bertram Elford, B.Sc. in App. Si., Thesis: "Investigation of Great Bear Lake Minerals with Appendix on a Microscopic Technique for the Determination of Opaque Minerals"

Tyner, Lawrence Edmund, B.Sc. in Arts, Thesis: "Microchemical Studies on Wheat Seedlings in Relation to their Reaction to Foot-rot Pathogens"

THESE TWENTY-FIVE YEARS

(Continued from Page One)

were the heirs of two earlier revolts, symbolism and the Celtic revival. In the "yellow nineties," Oscar Wilde, Arthur Symonds, and W. B. Yeats imported the former from France. In reaction against the Tennysonian ideal, they were "ultra-romanticists, exploiting their own souls, conveying their moods and emotions by suggestion, innating but never explaining, expressing themselves by symbols which the reader was left to interpret.

But in 1909, said Dr. Broadus, this still seemed a bit fantastic to our Victorian sensibilities. And with the death of Synge, the "Celtic revival" of the theatre had begun its collapse.

The first inklings of the Georgian era came in 1911 with Masfield's "The Everlasting Mercy," the tale of a drunken poacher who "got religion."

Recognized Their Duty

"Today," said Dr. Broadus, "as we look back, the enduring honor of the men of 1914 is that they recognized a duty to the state and soberly and conscientiously performed. But the sanity of these late days does not diminish, nay, rather adds to, the poignancy of Rupert Brooke's remarkable sonnet 'The Soldier' . . . They wrote like that, these war poets, under that first magnificent rapturous impulse.

Meanwhile novel experiments were being tried by the civilian poets. Again the inspiration was France, and we saw the birth of free verse and imagism. The immediate results Professor Broadus characterized as a delirium of

"Fustian so sublimely bad

It was not poetry, but prose run mad,"

in the words of Pope. A few genuine poets emerged, however—Ezra Pound, Aldington, Flint, Fletcher, and Amy Lowell. Free verse threw out the orthodox rhythms and metrical line for a new unit, the "poetic paragraph," experimenting with the border-line between poetry and prose. Imagism, on the other hand, was interested, not in the form, but in the content, in an attempt to "quotient-sensitize," to capture the thoughts or mood by a concrete image.

Strange as it may seem, this new idea of "image" poetry was shown by Dr. Broadus to have been the essential form of Oriental poetry for the last 1,200 years. In the 17th century the Japanese poet Basho finally perfected the "hokku," a poem of only three lines and 17 syllables. The Chinese, too, were working for an "irreducible minimum of image-words."

Few Genuine Poets

More radical than these were such verse-schools as "cubism" and "vorticism," emerging in the 1920's, which Dr. Broadus called "mostly sheer delirium." Among the genuine poets were Edith Sitwell and T. S. Eliot.

T. S. Eliot was the last of the modern to be dealt with. American, educated in Harvard, Oxford, and the Sorbonne, and a profound scholar of the classics, Italian, French and English literature, he also has struck out with new techniques. His poems, such as "The Hollow Men" and "The Waste Land," are criticisms of modern life, with devastating satire concentrated in a single phrase. In his technique, he has developed a new system of allusion, "a deliberate and systematic use of phrases from past writers," which is really, said Dr. Broadus, an experiment in psychology.

In conclusion, Professor Broadus reviewed the main movements.

Exquisite Artist

Amid the turmoil and revolution of free verse and imagism, Robert Bridges had quietly wended his way, "always a delicate and exquisite artist." Dr. Broadus mentioned particularly his last work, "The Testament of Beauty."

But to Thomas Hardy he awarded the highest place of all. In 1909, he said, we were just awakening to the power of his little rhymed satires on circumstance, to the beauties of his blunt and seemingly uncouth diction. "We have created a Frankenstein monster. We call it the present organization of society. The little poets are barking at its heels. But Hardy seems to me to transcend these passing phrases, and to estimate life, not only with ironic understanding, but with magnificent patience. . . . The Leonids of poetry have flashed and spent themselves. But Thomas Hardy has been the fixed star, the Cor Leonis, among these evanescent apparitions," Dr. Broadus declared.

TWENTY-FIVE YEARS OF PHILOSOPHIC SPECULATION

Ed. Note: This is a brief synopsis of the address given by Prof. J. M. MacEachran on Monday, April 3rd.

Professor MacEachran's subject was a review of philosophical speculation within the last twenty-five years. This large field was covered in a manner that created, to a noteworthy degree, a sense of the reality of the great issues which find expression in the philosophical systems. The speaker began by referring to the actual conflicts within society at the present moment. "The critical spirit," he said, "which manifests itself so strongly during these periods is indicative of a natural reaction against old systems of thought which have begun unyielding nature, and to manifest that inevitable creaking at the joints due to their efforts to readjust themselves to the ever-accelerating progress of knowledge and experience."

On the practical side, also, the story is one of bewildering conflict. On the one hand, we remember how the most dreaded plagues and epidemics have been banished from the earth, how the great death-dealing diminutive monsters of disease have one by one been attacked and driven into retreat, how the pains and discomforts and dangers of illness generally have been reduced to a minimum." On the other hand, we think

of the "devilish, death-dealing devices, ingeniously perfected by the same scientific cunning which has fought pain and death," and we have the tragic reverse side of the picture. Little wonder, the speaker remarked, that women have demanded a voice in the affairs of government. Even so, however, still another major problem has defined itself within the last quarter of a century. The home, "the fortress wherein women reigned supreme, and from which traditionally she ruled the world, shows painful signs of crumbling to its very foundations."

On the economic side, again, men are floundering helplessly in the morasses they have themselves created. The economists have built up a science on the assumption "that men are at least reasonably rational." That science is sadly undermined by a psychology which shows how hard it is for men to be even moderately rational. Finally, in the machine, man has raised a monster that threatens to destroy him.

If we expect from philosophy any clear-cut solutions for these and such problems, we shall be disappointed, the speaker warned his audience. But philosophic speculation may do much, by suggestion and implication, towards pointing the way to a better state of things.

Coming to the philosophic systems themselves, the speaker showed how the second half of the last century witnessed the great struggle between naturalism and idealism. Naturalism, on the one hand, materialism and, on the other, utilitarianism, hedonism, or the ethics of pleasure-seeking. In this connection, interesting reference was made to John Watson of Queen's, the internationally distinguished champion of idealism.

Two motives can be discerned in idealism. The first is a reaction against the spirit of narrow practicality which had asserted itself in nineteenth century philosophy. This is impressively brought out in F. H. Bradley's memorable words: "When poetry, art and religion have ceased wholly to interest or when they show no longer any tendency to struggle with ultimate problems and to come to an understanding with them; when the sense of mystery and enchantment draws the mind no longer to wander aimlessly and to love it knows not what; when, in short, twilight has no charm—then metaphysics will be worthless."

The second motive was to find some more adequate alternative to materialism than was offered by a theology that many felt to be outworn. "Certain it is that idealism found a special welcome among those who were concerned with the defence of religion."

Originating in Germany with the great Kant, idealism was very actively developed both in England and in America. One of the most famous statements of it is to be found in T. H. Green's "Prolegomena to Ethics." The object of this book was to find a true foundation for morality and the spiritual life. Its essential argument is that knowledge of nature implies the existence of something outside of and above nature. This something is mind or spirit. The naturalistic philosophy is thus founded on fallacy from the outset. The human mind is the manifestation of an all-pervading active principle which Green calls the Eternal Consciousness.

Idealism, however, seemed a philosophy of contemplation and quietism. Furthermore, it carried implications which were disturbing. It appeared to undermine, for example, belief in the ultimate reality of personality or selfhood and also of the ordinary distinctions between right and wrong, good and bad, beautiful and ugly. "Personal Idealism," the next theory to be mentioned, reasserted the significance of these distinctions and of human effort and aspiration.

In the meantime, across the channel, a new star appeared on the philosophic horizon. This was Bergson. This philosopher denied that the ultimate truth of things was to be found in mind or consciousness. It was to be sought rather in the principle of life itself, the élan vital or vital impulse, of which the whole evolutionary process is the expression. The emphasis here is on spontaneity and growth as against mechanism, on intuition and instinct as against intellect.

It was in America, however, and in the person of William James, that the thoroughgoing revolt against idealism occurred. Beginning as a physiologist, James turned to psychology, and in 1890 produced his classic "Principles of Psychology." From psychology he turned to philosophy, as his famous theory was called. This was the philosophy of a pioneer people, a philosophy which extols action as the true way of life and efficacy to solve human problems as the test of truth. Even scientific truths—often supposed to be an exact copy of ultimate reality—are after all only generalizations which have so far proved their practical worth. In James' own words: "Their great use is to summarise old facts and to lead to new ones. They are only a man-made language, a conceptual shorthand in which we write our reports of nature."

"James' pragmatism," said the speaker, "was a very delectable mess of pottage, which had a way of steaming up and boiling over in brilliant literary outbursts of great freshness and rare fragrance." A more systematic and probably more influential representative of the same school was John Dewey. Dewey's type of pragmatism has been called "Instrumentalism or Experimentalism." Here we have not only a philosophy of pragmatism; we have an ethics, a logic and an educational philosophy based on the same foundation.

The lecturer went on to refer to more recent philosophical developments known as the "New Realism." With this movement are associated names such as that of Perry in America and Bertrand Russell and Alexander

in England. One remarkable feature of this movement is its insistence on the irrelevance of the old dispute between the mentalist and the materialist, its contention that the ultimate reality is neither mind nor body, but a neutral entity, and that even physical science can no longer maintain its rigidly deterministic conceptions in their old form. James had already suggested something of the kind, and the idea represents a speculative anticipation of a position towards which modern science, by its own road of experimentation, has been gradually tending.

Closing on the practical note on which he had opened, the speaker went on to indicate what he considered the true attitude for the University to adopt to the conflicts of opinion that are with us still. He pointed out that philosophy ought to make for a sympathetic understanding not only of opposing viewpoints in our own day, but of the ideas and aspirations of other times. Referring to the problem of the relationship of the University to the world of affairs, he argued that it ought not to isolate itself, but rather to see to it that it brought its own proper spirit of disinterested enquiry to bear on the practical problems in the solution of which it might be called upon to assist. Its concern, moreover, was with both intellect and character. In the words of Joseph Butler: "Our province is virtue and religion; life and manners; the science of improving the temper, and making the heart better." Intellectual cultivation alone will not suffice.

Some Concepts of the Living and Non-Living Worlds

Ed. Note: This is a brief synopsis of the address given by Dr. F. J. Lewis on Thursday, March 30.

Outlook of modern science is very different to that of 1910 and has so many new aspects that hardly any of the conceptions of 1890 can now carry any weight, declared Dr. F. J. Lewis, professor of botany, University of Alberta, during the course of an address in Convocation Hall, Thursday night. Third in the series of four to mark the 25th anniversary of the founding, the address dealt with concepts of the living and non-living world, with particular reference to the trend and development of scientific thought and discovery over the past 25 years.

The speaker was introduced to the audience by Dr. R. C. Wallace, President of the University, who upon the conclusion of the lecture expressed the thanks of those present for the masterly review of the progress of science in studies ranging from the structure of the atom to the structure of the universe, giving all much to think about.

Dr. Wallace also announced the final lecture to be given on Monday night by Professor J. M. MacEachran on 25 years of philosophical speculation.

"It is not the technical aspect of science which counts, but the spirit of research. Mankind will not be said Dr. Lewis. "But the balanced saved from disaster by science alone," wisdom and judgment so imperatively demanded, can only be attained when science is regarded, not as a storehouse of facts to be consulted from time to time, but as one of the great human endowments to be ranked with art and religion and the guide and expression of man's fearless quest for truth."

Much Material

In preparing the discourse, he said he had been faced with an embarrassment of riches in the shape of material. So varied and fundamental had been the change in outlook that it was only possible to refer to a few phases.

New knowledge of the history of the earth, the shape, extent and structure of the universe of stars and other universes of stars beyond, and of the ultimate structure of matter and of the vast number of organisms composing the great stream of life, flowing through the ages, had come to man. And man had become more and more aware of the strangeness and the greatness of the stage on which he plays his part.

Some of the outcome in the nature of practical applications was obvious to all, yet had been discovered and developed on a gigantic scale within the lifetime of one man, said the professor.

New Fields of Science

Simultaneously recognition of new fields of science had proceeded in the universities. The rise and importance of the science of anthropology had become of so much importance in the past 25 years that chairs had been founded in many universities in different countries.

"Dealing as it does with matters of first rate interest and importance to the human race, and having connection with the study of anatomy, glacial geology, botany, zoology, the first beginning of art, the development of tools, the origin of religion, we must recognize that great strides have been made in the evolutionary history of man by the labors of men in these various fields of science."

"The past theories of Darwinian days on the evolution of man based on similarities in embryology and anatomy with existing branches of the Simian race, have been supplemented by a great body of evidence furnished by the discovery of early human and pre-human skulls and skeletons from Great Britain, Belgium, Germany, Spain, South Africa, China and other regions."

History of Man

"The result of this is to shift the origin of the differentiation of the human type to a much earlier geological period and to prove conclusively that man originated far back in pre-glacial times from a line of descent which has produced on one main stem the Simian race, and on the other the human race."

"The level of education in broadening the outlook and the indisputable character of the evidence fur-

nished from so many parts of the world has silenced criticism and the bitter feeling that the theory engendered in many types of minds in early Darwinian days has passed away."

Referring to the new theory brought forth in 1924 by Jeans, the scientist, as to the origin of the solar system, the speaker contrasted its reception with the storm that broke on Darwinism. One of Jeans' books published two or three years ago in United States alone ran through an addition of 70,000 copies on the new cosmogony—honors and profit for explaining the theory to laymen.

In botany and zoology, said Dr. Lewis, pursuit of the study of organism in relation to environment had given rise to plan ecology and animal ecology. And there had grown up a corresponding conception in geography of the influence of environment on man and of the converse, the influence of man on the environment.

He paid tribute to Einstein, Edington, Jeans, Rutherford and others in the study of the non-living material of this universe.

It was in 1911 that Sir C. Rutherford had first revealed the architecture of the atom which had for centuries been thought to be unbreakable and the key to the problem had proven to be the radio activity of uranium.

The radio-active property had provided a perfect cloak by which the age of uranium containing rocks could be measured. Thus the elapsed time since the earth had solidified had been put at 1,400,000,000 years.

Energy of Stars, Sun

Turning from the conception of structure of matter to conception of stars, the professor said that stars or suns did not originate out of nothing, but out of already existent matter. And it was Jeans who first directed attention on the energy capable of being liberated by the annihilation of matter. Einstein's theory of relativity provided a means of calculating and now the great majority of astronomers regarded Jeans' theory as the most probable source of energy of the sun and all other stars.

Dr. Lewis also referred to scientific nutritional studies and the discovery by Sir G. Hopkins of vitamins, to new sciences dealing with the protoplasmic unit, vitalism, and "impulses or striving" in relation to one of the fundamental questions upon the origin of living things.

THOUGHTS

On Love

Cramp on the arm and in the knee,
The soft warm splashing of a kiss.
The greatest men in History
Counted the world well lost for this!

On Silkworms

Devoid of reason, beauty, sense and hips—
Is this the race that launched a thousand ships?

On the Human Body

There's a divinity that shapes our ends;
And what a mess it's made of all my friends!

On Certain Modern Dancers

To all things, save each other, deaf and blind;
Entranced, and ineluctably entwined.
If that is how you want to spend your nights,
Why bother with the music and the lights?

On Contemporary Novelists

You strive to reach your realistic goal
By throwing wide the windows of your soul.
The bedroom one was pleasing . . . once or twice . . .
But, frankly, was the bathroom quite as nice?

—STOLEN.

COMMUNITY HOUSE

(Continued from Page 2)

first example is pathological in character; the second we leave unclassified.

(a) **Winter Unemployment**—Edmonton has for years, long before the "depression," been afflicted with winter unemployment. As far as we are aware practically no effort has ever been made to approach this problem with a view to its resolution. In connection with this general problem one may remark that as long ago as the flu epidemic of 1918 many people became conscious, for the first time, through personal experience, of slum conditions existing in the city.

(b) **Public Opinion**—The power of the Press! We talk of it, often sadly, and largely let it go at that. The press, we say, has run into conventional moulds; it is often supported by a doubtful social ethic; and so on. Well, what of it? We make three suggestions within the scope of the Community House:

(1) A critical appraisal of the powers influencing public opinion is needed.

(2) A press group could be founded which would undertake to write to the local press, letters, articles, protests, all the while consciously fostering, by example, high standard journalism. We do not believe this need imply "highbrow stuff," i.e., the dullness of the "educated person."

(3) Cannot undergraduate papers do better work? Frankly, we think them terribly trivial. Yet opportunities for fine public service are legion. Why cannot the undergrad press give a lead to its profession?

In conclusion, we hope some criticism of the ideas expressed will be forthcoming. We should be particularly glad to discuss these matters with anyone who is interested. In any case, we believe sincerely that the ways out of our social perplexities will not be inventions of statesmen in far-away national capitals. The roads to Peace and beyond are common roads, and the burden of their construction is upon us all, which burden we shirk to our common cost.